World History (Honors)

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**In-Class Essay about the Middle Ages**

You will write an in-class essay on this day: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

This essay is a quiz grade, not a test grade.

The essay will be about analyzing the Middle Ages. Although you will receive the essay question on the day of the essay, **base your answer on the following sources:**

* John Green’s video, “The Dark Ages… How Dark Were They Really?”
* John Green’s video, “International Commerce, Snorkeling Camels, and the Indian Ocean Trade”
* John Green’s video, “Venice and the Ottoman Empire”
* The last chapter of the Mills book.

You will be able to use notes, but you will not be able to access the videos.

There are the same expectations for this essay as your previous essays. In case you need reminding, the essay rubric is on the back of this page.

9th Grade World History Essay Rubric (HONORS)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CATEGORY | **4 – Advanced** | **3 – Proficient** | **2- Progressing** | **1 – Not Meeting the Standards** |
| **clearThesis –**  **Answering the question** | Contains a well-developed thesis that directly addresses the question, includes the main points of the argument, and “goes deep” in its critical thinking. | Contains a sufficient thesis that addresses the question, includes the main points of the argument, but it needs to go deeper in its critical thinking. | Contains an undeveloped thesis that doesn’t quite answer the question and/or does not include the main points of the argument. | Contains no thesis or the thesis is not easily identifiable. |
| **clearOrganization**  **of**  **Ideas** | The essay presents a well-organized argument, and each of the individual sections are also well-organized and flow logically. | The overall organization of the essay is good, but individual sections are only adequately organized, and do not always flow logically. | The overall organization of the essay is adequate, but the individual sections have little or no organization. | The essay is not organized in any way, or is simply a descriptive narrative. |
| **clearSufficiency and**  **Accuracy**  **of**  **Information** | Accurately uses substantial number of specific facts in supporting thesis. The essay uses textual evidence from multiple sources. | Contains some specific facts related to the thesis, though not many. Usually accurate. The essay uses textual evidence from multiple sources. | Few specific facts used in defense of the thesis. Significant inaccuracies. The essay barely uses textual evidence. | Contains no facts to support the thesis, or the facts are completely inaccurate. If a research paper, reflects no outside research. |
| **Analysis** | The essay effectively uses facts and/or textual evidence to back up its thesis and supporting points—it explicitly says how the evidence relates to the thesis. The essay also shows evidence of “deep” thinking. | The essay sometimes uses facts and/or textual evidence to back up its thesis and supporting points, but it may fall short of always connecting ideas. The essay shows glimpses of “deep” thinking. | The essay only uses facts and/or textual evidence to back up its thesis once or twice. It does not show how the facts relate to the thesis. It needs more “deep” thinking. | The essay does not back up its statements with facts or textual evidence. It lacks “deep thinking” and is just description. |
| **clear“Mechanics”** | Essay uses good spelling and grammar, WAS **PROOF-READ**, and is written with **neat handwriting**. There is the required number of sources and cited. | Uses acceptable spelling and grammar, though there are some errors with punctuation and capitalization. Sources are used and cited. | Poor spelling and grammar, and reflects little effort at neatness given the time available.  Sources are not cited or used. | Written so poorly that it inhibits understanding. No sources are used or cited. |